

Young North Public School



PLAY THE GAME

Behaviour Management Policy

“Equity, inclusivity, innovation and impact through excellence and engagement. Every student, every classroom, every day.”

Appendices

1. PBL information
2. PBL assembly awards
3. PBL Interventions information
4. Reflection think sheet
5. Check In/ Check Out (CICO) tracking sheets example
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Key Understandings About Behaviour Management

- Behaviour is a way of communicating needs or wants.
- Behaviour is influenced by the situation in which it occurs.
- Behaviour serves a purpose for each student.
- The development of positive behaviour is a shared responsibility between school and home.
- Early behaviour intervention increases the prospect of modifying behaviour.
- Consistency is a key factor of effective behaviour management.
- Individual behaviour programs and a tiered approach is needed to assist students who persistently engage in disruptive behaviour.
- Students taking responsibility for their behaviour is an important step towards restoring relationships and building a sense of belonging.
- Behaviour influences behaviour.

YNPS School Rules

At Young North Public School, we have 6 school rules developed by the PBL team that promote appropriate behaviour. These rules are implemented across K-6 and are displayed in every classroom with accompanying pictures for our younger students and EALD students.



Behaviour tracking in the classroom.

All classrooms have the YNPS behaviour circles as a visual to track student's behavioural progress throughout the day. The behaviour circles are used to track, manage and reward students. Some benefits of these visual behaviour trackers include:

- **Immediate feedback** – Students can see their name move up or down the circles depending on their behaviour choices and allow them the opportunity to rectify this.
- **Progress towards an award** – If students get to 'Outstanding', the purple circle at the end of the day, they receive Hoot dollars.
- **Visible Expectations** – Students can see exactly what is expected of them to make progress on the chart.
- **Behaviour tracking** for the PBL team to identify students for Tier 2 interventions who engage in persistent disruptive minor behaviours but stop the behaviour before a reflection.

- Identify **targeted behaviours** in individual classrooms to implement extra PBL lessons or a PBL pop-up reward targeting that inappropriate behaviour.



YNPS Behaviour continuum. All students start the day on 'Ready to Learn'. Students can go back up the continuum from 'Verbal Warning' and 'Stop and Think' if they positively change their behaviour. Once a student reaches 'Time-out' or 'Reflection', they cannot go back up the continuum.

Behaviour tracking in the playground.

Teachers supervise the playground for morning play, recess and lunch time play. Families and students are encouraged not to come to school before the 8:40 playground supervision has begun.

Students are informed of the play areas and appropriate games that they are allowed to play through explicit PBL lessons. Teachers and SLSO's actively supervise games, monitor students' safety and assist in conflict resolution when needed. Teachers on duty use the Behaviour Tracking folder to note behaviours of concern during their playground duty which they then input into Sentral in a timely manner. Behaviour management on the playground is the same as in the classroom. It follows:

1. **Verbal warning**
2. **Stop and think**- stop the game and move students on
3. **Time out**- removal from play to sit at the allocated 'Quiet Area'
4. **Reflection**- Teacher on duty will input the Reflection into Sentral to take place at lunchtime.

Positive behaviour for learning

At Young North Public School, we place great importance on the ongoing and proactive support of all our students learning, general wellbeing and school attendance. We use the evidenced based framework of Positive Behaviour for Learning (PBL) to improve social, emotional, behavioural and academic outcomes for children and young people.

When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced inappropriate behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time

PBL provides a model of support for all students, consisting of 3 tiers of intervention. The tiers represent levels of intervention. The 3 tiers include:

Tier 1- 'Universal' supports.

Tier 1 'differentiated and explicit teaching for all students, or school-wide interventions, are the critical foundation for PBL. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning.

The focus of Tier 1 intervention is on all students and staff across all settings—whole-school, classroom and non-classroom.

Tier 1 supports at YNPS include:

- explicit teaching of behavioural expectations through weekly PBL lessons
- explicit teaching of social-emotional competencies through weekly The Resilience Project (TRP) lessons
- high modality visual and verbal school rules
- tangible rewards (Hoots) for displaying appropriate pro-social behaviours. Students collect Hoot dollars that can be saved and traded in at the end of each week for prizes or rewards. The Hoots are also counted collectively as a whole school to reach whole school PBL reward days such as Bike and Scooter Day, Water play day, Ice-cream Sundaes etc.
- high behaviour expectations across all settings for all students
- morning circle and daily check-ins
- active supervision
- frequent communication between school and families to build positive relationships.

Tier 2- 'Targeted' interventions

Tier 2 or 'focused' interventions support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or "targeted" level interventions.

The focus of Tier 2 is to reduce the number of existing students requiring additional support.

Tier 2 supports at YNPS include:

- Tier 2 PBL groups- small group PBL lessons focusing on targeted behaviours identified by our Sentral data.
- academic modifications
- lunch time social groups- Lego club and Construction club to help students develop key social skills through play
- Stage 2 and Stage 3 Girls' Group
- Check In/ Check Out- Daily behaviour check in and tracking between a student and a chosen mentor student working towards achieving behaviour goals.

Tier 3- 'Intensive' interventions

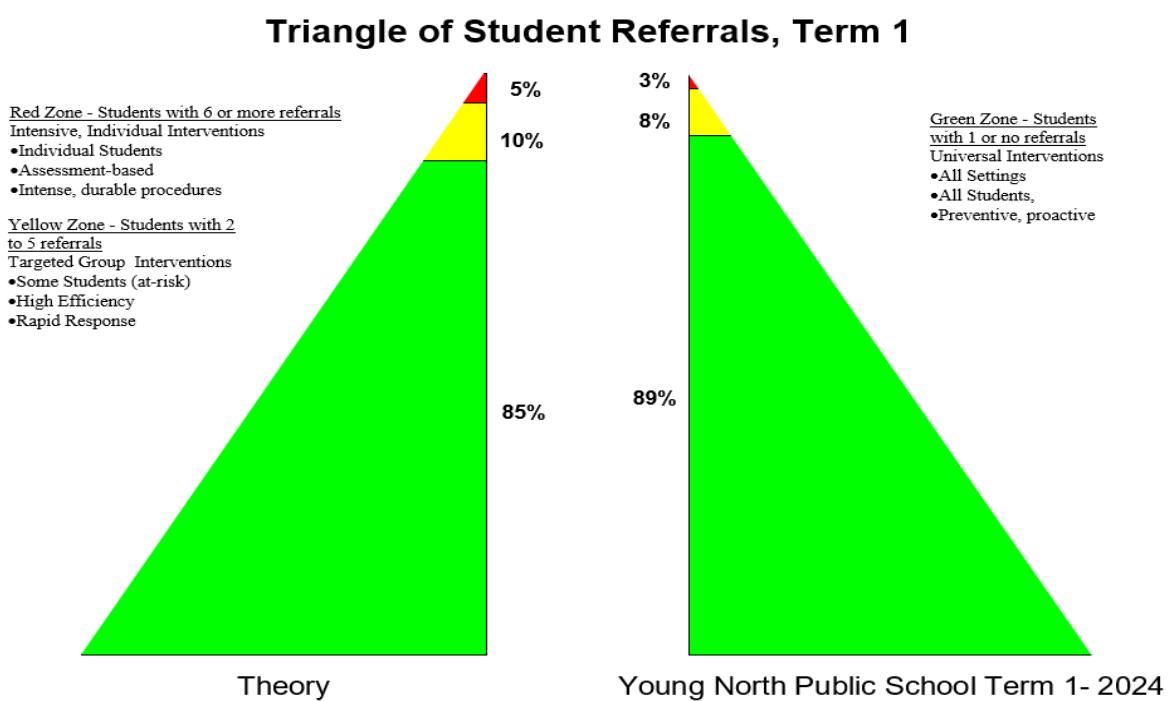
Tier 3 or 'intensive' interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

Tier 2 and Tier 3 interventions have received and continue to receive the same level of Tier 1 support as other students with adjustments made to the learning environment and curriculum to support them further. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong. If there are more than 15% of students receiving Tier 2 support, then more attention must be paid to Tier 1.

Tier 3 supports at YNPS include:

- A case management approach with all stakeholders guided by DoE Behaviour Management specialists and external agencies.
 - Functional Behaviour Assessments to identify antecedents and triggers to support students' behaviour management and develop strategies to avoid or manage known triggers.
 - Individual Behaviour Support plans that are regularly updated and focus on students strengthening their self-regulation skills.

The key to successful implementation of PBL requires the commitment of the whole school community, parents, staff and executives to lead the process within the school.



Behaviours Consequences

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. At YNPS, we have used the Student Behaviour Policy (Version 5, 2024, Sections 1.1, 1.3, 1.5 and 1.6) to assist us in the development of necessary behaviour management interventions to respond to, manage and address behaviour or behaviours of concern.

- Time-out

Teacher-directed time-out is a planned behaviour intervention implemented with the aim of preventing behaviour escalation and allowing the student time and space to self-regulate. A student is directed to the Time-out table located in a quiet space within the classroom where they sit for 5 minutes to de-escalate and reflect on their behaviour by filling out a Time-out sheet. The teacher will re-engage with the student and discuss what they have written on the reflective Time-out sheet and provide pro-social strategies that they could use instead of their inappropriate behaviour. The student will re-engage and join the class after this conversation.



- **Reflection**

At YNPS we use the terminology Reflection rather than Detention as we want to encourage this time and space to be reflective, restorative and pro-social. Reflection is a planned intervention strategy that takes place each lunch time in a designated classroom supervised by members of the schools' PBL or executive team.

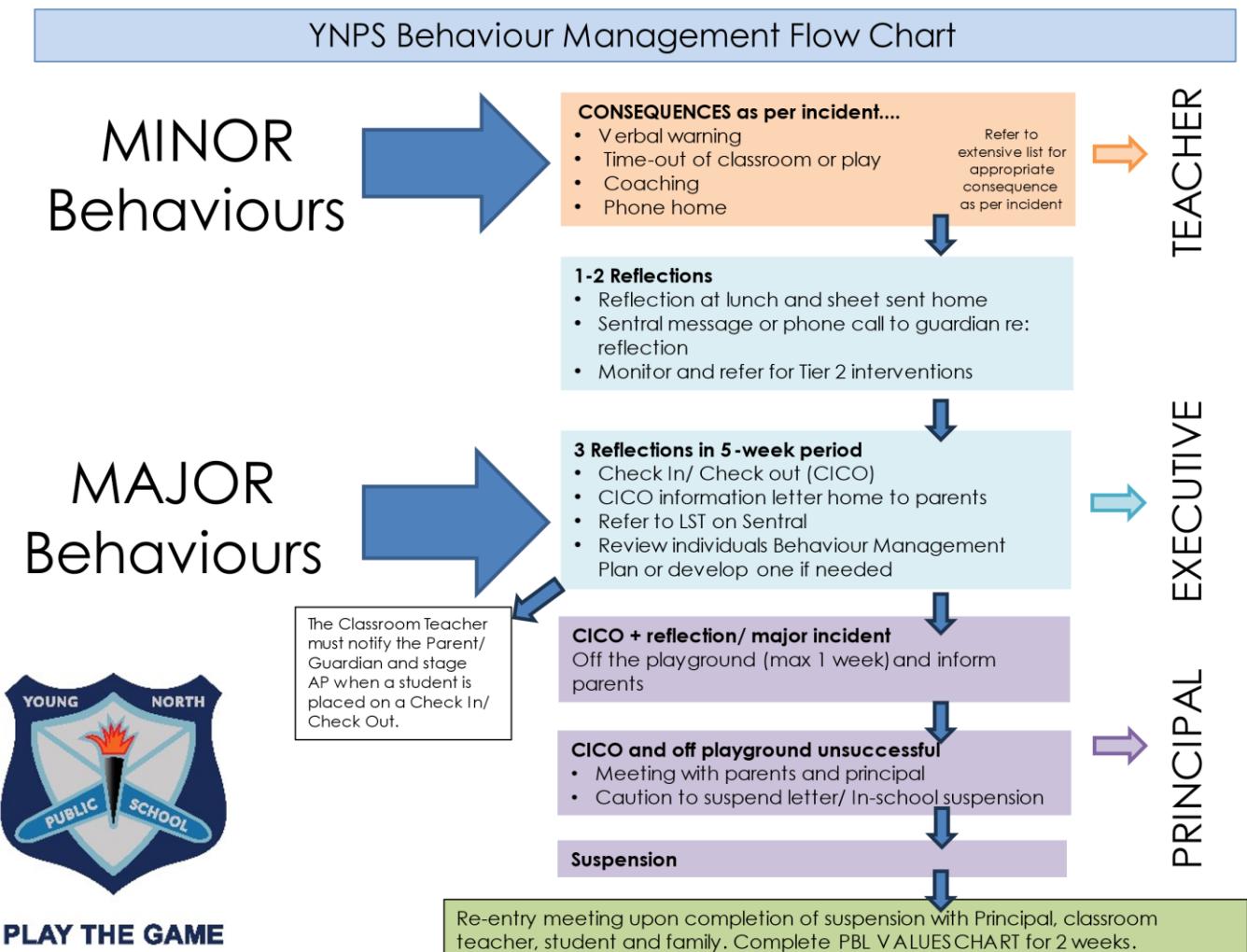


Reflection is entered by teachers using Sentral to record students' behaviour and scheduling a reflection. The reflection register is closed each day at 1pm therefore any incidents requiring reflection that happen after that time will need to be scheduled for the following day. Reflection begins after eating time from 1:25pm- 1:50pm. Students can finish their lunch during Reflection time and use the restrooms next door to the classroom if needed. Reflection finishes at 1:50pm.

During Reflection students complete a Reflection 'Think Sheet', differentiated for Primary or Infants for their developmental and academic level. Students complete the 'Think Sheet' individually and Reflection teachers discuss the student's inappropriate behaviour and come up with strategies to assist them in achieving the desired outcome through pro-social choices. We encourage restorative practices and give the students strategies to help them restore their peer relationships and make amends.

The Reflection roll is marked at the end of Reflection each day and if students have not engaged in the Reflection process i.e. Not completed a think sheet, did not own their behaviour or refused to engage in the process they will be marked as 'incomplete' and will be required to return to reflection the next day. If a student is absent on the day of their Reflection, it will carry over to the next day that they are at school. If students do not bring back the Reflection Think sheet signed by a parent or guardian to their classroom teacher the following day, they will attend reflection again and the classroom teacher will contact home regarding the reflection.

Behaviour management flow chart



- Check In/ Check Out**

At YNPS we employ Check-In/Check-Out (CICO), as a Tier 2 evidence-based intervention when students receive 3 reflections in a 5-week period. CICO is an opportunity for a student and their chosen staff member to work together to improve student behaviour. The student and staff member come up with 3 goals for empathy, responsibility and respect as well as tangible rewards when the student has achieved their daily, weekly and total points.

A student receiving CICO meets with their CICO teacher throughout the school day to reinforce and track behavioural goals. The student "checks in" with the staff member first thing in the morning. They reiterate the behaviour goals and strategies the student will use to achieve them. Throughout the day, teachers provide positive and corrective feedback assigning points for the student's behaviour which also match our behaviour management continuum circles. Students then "check out" with their CICO teacher at dismissal to review their overall behaviour that day, calculate the daily and running total of points and strategies for the future, if the student lost any points during the day. The daily, weekly and total points are adjusted based on the student's developmental ability as we want this to be a positive and attainable program for them.

Whilst on a CICO, the student will not be able to participate in extracurricular activities such as sporting teams, PBL pop-up rewards, excursions etc.

Student's Name: _____ Class: _____ Class Teacher: _____ CICO Teacher: _____

School Values	Check - in	Morning Session	Recess	Middle Session	Lunch	Afternoon Session	Check - out
RESPONSIBILITY	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
RESPECT	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
EMPATHY	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Comment							
Total Daily Score: / 63 Goal Met: Yes/No Running Score:	REWARDS: 63 per day = _____ 315 per week = _____ _____ Goal = _____						KEY: Blank- Needs work and comment reason why 1. Ready to learn 2. Good choices 3. Outstanding

My Daily Score rating is (circle)

Bad Day ← 1 2 3 4 5 6 7 8 9 10 → Fantastic Day			
Parent Signature: _____ Parent Comment:(optional) _____			

CONSEQUENCES: While on the CICO the student will not be allowed to participate in extra-curricular activities such as sporting teams, PBL rewards, excursions, farewells, pool parties, movies, discos and visiting performances.

↑ YNPS CICO tracking sheet. Students collect this each morning from their CICO teacher and throughout the day earn points from their teacher during learning and play periods. Students take this home each afternoon to show their families their progress. Points are tracked by the CICO teacher with the behaviour goals being discussed each morning and afternoon. ↓

CICO- Teacher Tracking Sheet



Student's Name: _____ Class: _____ Class Teacher: _____ CICO Teacher: _____

School Values	Week 1					Week 2				
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
RESPONSIBILITY										
RESPECT										
EMPATHY										
Total Daily Score: /63										
Running score:										
Daily Percentage:										

Strategies to help me achieve my goal:

REWARDS: 63 per day = _____ 315 per week = _____ _____ GOAL = total points (to complete program) + Class reward= _____	
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I can be a more responsible by...

I can be more respectful by...

I can become a more empathetic person by...

- **Off the playground**

We have added an extra step to our behaviour flow chart because we recognise how important it is that students are at school where they can continue their social and academic learning. If a student is on a CICO and receives a Reflection they are 'Off the playground' for a determined amount of time, maximum 1 week where they will miss out on play during all play periods by sitting in the office during morning play, in the Reflection room at recess and lunch where the Reflection teacher can provide explicit instruction on pro-social skills and prepare the student for a soft re-entry to the playground. Students will finish 'Off the playground' and will be required to attend the structured small group social play activities run by teachers during lunch time such as Construction club and Lego club for another week. We wanted to provide students for whom CICO is not successfully with another opportunity to further develop their pro-social behaviour skills by explicit teaching of negotiation and conflict resolution skills through engagement in structured play activities to better equip them for the playground environment.

- **In-school suspension**

Where CICO and 'Off the playground' are unsuccessful, students will receive a caution to suspend letter and an In-school suspension. The In-school suspension will require the student to be at school where they will be provided work to be supervised by an executive staff member not in a classroom setting. The student will need to stay inside during play periods and the executive staff member will supervise them for allocated break periods outside. The number of days for the in-school suspension will be at principal's discretion.

Formal cautions provide an opportunity for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage in positive behaviour supports and strategies to address the behaviour or behaviours. A formal caution is valid for up to 50 school days from the date the caution is issued. There will be circumstances where a principal may determine that a student **must be suspended without first issuing a formal caution to suspend due to immediate and significant risks** to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school.

- **Suspension**

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period. Suspension is an action available to the principal in these situations. The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students. A re-entry meeting between the student, family, classroom teacher and principal will be required at the end of the suspension period where behaviour management plans will be developed or adjusted. A student will be required to be on Check In/ Check out behaviour tracker for a minimum 1 week following the student re-entry as well as attend structured lunch time social activities.

- **Individual Behaviour Management Plans**

Individual behavioural support will be provided where the need is identified. The classroom teacher and PBL team will monitor and collect behaviour frequency data for individual students requiring additional behavioural support. Where a student's classroom or playground behaviour cannot be successfully managed by the whole school processes, an individual behaviour management plan will be implemented. This plan will detail target behaviours, strategies and reinforcement. The plan will be developed by the classroom teacher in consultation with the parents and/or caregivers and principal.

- **Weapons**

If a member of staff sees or suspects that a student has a weapon concealed on them or in their bag, 2 staff members will ask the student to provide the suspected weapon to them and they will search the bag for a suspected weapon. Any student who is aware of a weapon on school grounds or at a school activity must bring this information to the attention of school staff. If the student is found to be carrying a weapon or in possession of a weapon, the police will immediately be notified. The weapon will be confiscated, and parents will be contacted. The student will immediately be suspended. The incident will be reported to the Child Wellbeing Unit and Work Health and Safety hotline that day.

Behaviour Majors and Minor list

Minor Behaviours	Consequence/ Procedure
Out of bounds on playground	Time-out
Out of uniform	Verbal warning. 3x phone call home
Name calling (not swear word), putdowns, taking someone's hat, indirect spitting	Time-out and coaching.
Failure to seek teacher's assistance for help	Coach
Physical contact (non-serious) i.e. Wrestling or playing rough	Verbal warning. Repeated behaviour = time-out
Playing in the toilets	Verbal warning. Repeated behaviour = time-out
Teasing/ making fun	Time-out
Littering	Pick up papers
Excluding others	Coach
Inappropriate use of sticks/rocks/sand/objects	Time-out. Repeated behaviour or if object is thrown or used to hurt others = reflection.
Ringing K-2 bell without permission	Time-out
Pushing in at lines	Send to back of line
Out of seats at eating time	Clean up lunch area
Chewing gum	Verbal warning
Inappropriate drinks i.e. Coke/ energy drinks	Verbal warning. Repeated behaviour= Phone call home
Not responding to end of play whistle	Clean up lunch area
Inappropriate comments regarding other people's lifestyle choices i.e. food	Coach
Sharing food	Coach
Trading objects (toys, cards etc)	Remove and return items at end of day
Using Mobile phone/IPods etc at school without permission	Remove and return items at end of day
Throwing food	Time-out
Rolling down Lower Fields banks	Verbal warning. Repeated behaviour = time-out
Sitting in drainpipes	Verbal warning. Repeated behaviour = time-out
Climbing building, trees, rails etc	Time-out
Inappropriate use of toilet paper	Verbal warning. Repeated behaviour= Reflection + clean it up
Spraying bubblers at people	Verbal warning. Repeated behaviour = time-out
Walking on garden beds	Verbal warning. Repeated behaviour = time-out
Running on veranda/ jumping off veranda	Verbal warning. Repeated behaviour = time-out
Riding bikes/ scooters on school grounds	Verbal warning. Repeated behaviour = teacher to ring home/no riding bike or scooter to school
Putdowns regarding peers' family members	Verbal warning. Repeated behaviour = Classroom teacher to ring home
Disruption during assembly	Verbal warning and moved to sit next to teacher. If behaviour continues = reflection.
No hat (Term 1 and 4)	Play in shade
Arriving to school before 8:40am	Sit down in the designated area. Repeated behaviour = Classroom teacher to ring home

***Time out on playground-** sit out of play on playground within eyesight of teacher. Time period at teachers' discretion.

Immediate reflection Offences

Major Behaviours	Consequence/ Procedure
Consistently out of bounds	Reflection
Offensive language (swearing)	Reflection + Restorative practice
Provoking others	Reflection
Fighting	Reflection + Restorative practice
Stealing	Reflection + return of item + Phone call home
Damaging property	Reflection + Reflection + Restorative practice + Phone call home
Throwing dangerous objects	Reflection
Violence	Reflection + Restorative practice
Defiance	Reflection + Restorative practice
Disobedience	Reflection + Restorative practice
Persistent disobedience	Reflection + time out in exec office
Persistent back chatting	Reflection + Restorative practice
Leaving class (absconding)	Reflection + Restorative practice. If persistent refer to LST
Refusing to come to class	Reflection + Restorative practice
Being Dishonest	Reflection + Restorative practice
Truancy	Reflection + Phone call home + refer to LST
Leaving school grounds	Reflection + Phone call home
Persistent disrespect to teachers	Reflection + Restorative practice
Persistent disrespect to students	Reflection + Restorative practice
Racist/ derogatory comments	Reflection + Phone call home
Consistently late to class	Reflection + Phone call home
Forgery/ Plagiarism	Reflection + Phone call home
Inappropriate display of affection	Reflection + Phone call home
Misuse of information and other electronic technology i.e. inappropriate websites/photos on school iPad/ personal iPad/mobiles etc	Reflection + Phone call home
Lying/ Cheating	Reflection + Restorative practice
Graffiti	Reflection + Clean up graffiti
Torturing wildlife	Reflection + Phone call home
Bullying	Reflection + Phone call home + refer to LST
Inciting a fight	Reflection + Phone call home
Being an active/passive bystander	Teacher discretion. If they did not seek adult assistance or encouraged behaviour - Reflection + Phone call home
Looking over toilet doors	Reflection + Restorative practice
Hiding people's bag/ looking through bags	Reflection + Phone call home if anything was stolen
In buildings at any time without permission	Reflection
Intentionally late to class	Reflection + Restorative practice. If persistent refer to LST.

*Teacher discretion is used for restorative practice actions, these are examples.

* 3 reflections in a period of 5 weeks requires student to go on a Check In/ Check Out

Anti-bullying policy

Bullying is repeated verbal, physical, social, or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:

- **Verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats.
- **Physical** e.g. hitting, punching, kicking, scratching, tripping, spitting.
- **Social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures.
- **Psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

Responsibilities

School staff have a responsibility to:

- Respect and support students.
- Model and promote appropriate behaviour.
- Have knowledge of school and departmental policies relating to bullying behaviour.
- Respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity.
- Behave as responsible digital citizens.
- Follow the school Anti-bullying Plan.
- Behave as responsible bystanders.
- Report incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to:

- Support their children to become responsible citizens and to develop responsible online behaviour.
- Be aware of the school's Anti-bullying Plan and assist their children in understanding bullying behaviour.
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan.
- Report incidents of school related bullying behaviour to the school following the Incident Notification Form located on our website.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a responsibility to:

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community.
- Support the school's Anti-bullying Plan through words and actions.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

Young North Public School's Commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Prevention

Staff responsibilities:

- The teaching of Department of Education Anti-Bullying Units of work in conjunction with Child Protection units of work in Term 4 every year.
- Run Stage 2 and Stage 3 girls' groups to develop and foster positive relationships with the female cohort.
- Run structured social play groups 3 times a week during lunch times to explicitly teach social skills and conflict resolution skills.
- The monitoring and evaluation of school policies and approaches on a regular basis.
- To continually build relationships based on transparency, honesty and mutual respect.
- To respect diversity and the views and contributions of others.
- Engagement in Professional Learning opportunities as follows.

Term 1	Term 2	Ongoing
<ul style="list-style-type: none"> - Code of Conduct (annual updates and review) - Child Protection annual update - Aboriginal Cultural Education training 	<ul style="list-style-type: none"> - Verbal Interventions training 	<ul style="list-style-type: none"> - High Expectation Relationships (HER) weekly meetings - LST weekly meetings - GEM days once a term

Student responsibilities:

- Read the Behaviour Management Policy and sign the Student Behaviour Code of Conduct
- Read and sign the Laptop Usage Charter
- Participate in the PBL, TRP, Child Protection and Anti-Bullying lessons.
- Follow school and class rules and expectations around behaviour and conduct.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.
- Act and work cooperatively with other students, teachers, and school staff.
- Value the interests, ability, and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Parents responsibility:

- Read the Behaviour Management Policy and sign the Student Behaviour Code of Conduct alongside your child.
- Support students and staff to uphold the school and class rules and expectations around behaviour and conduct.
- Respect and work cooperatively with teachers and school staff around their child's behaviour management issues.
- Send your child to school dressed appropriately by wearing the agreed school uniform.
- Follow the school's behaviour management policy and procedures when notifying the school of an incident by completing the Harassment/Bullying Notification form located on our website.

Early Intervention

Staff responsibility:

- Consistently record behaviour data in Sentral from the classroom and playground for the PBL team to evaluate.
- PBL team collates and evaluates behaviour data weekly to identify students and trends.
- Program Tier 2 behaviour intervention groups based on behaviour data and trends with select students.
- Evaluate wellbeing data and select students in need of social skill and emotional development for Boys to the Bush and Stage 3 girls for Fit to Strive program.

Student responsibility:

- Report inappropriate, unsafe, or unkind behaviour to the teacher immediately.
- If safe to do so, assist the victim in seeking help.
- Be an active bystander.
- Follow the behaviour management flow chart and respect the investigation of an allegation process.

Parent/ caregiver responsibility:

- Be aware of and understand the Behaviour Management Flowchart.
- Be aware of and respect the Minor and Major behaviours at school and their consequences.
- Respect teachers' professional judgement and trust they have completed a thorough investigation of an incident.
- Report all incidents of bullying and harassment using the Harassment/Bullying Notification form located on our website.
- Give permission for our child to engage in the Mandatory Child Protection lessons taking place in Term 4 each year as well as any intervention programs your child may be included in for their social emotional benefit.

Making an allegation

YNPS Response Procedure

To begin this process, parents and caregivers complete a **Harassment/Bullying Notification form located on our website**. Teaching and office staff will direct parents to complete this form to begin the formal process and if needed, parents can get a copy of this form from the school office.

When a completed **Harassment/Bullying Notification form is completed and emailed to the school office** the following will happen:

1. The form will be forwarded to the Principal or delegate who will determine if the incident needs to be investigated by the Principal, Stage Assistant Principal or classroom teacher.
2. If the alleged incident is forwarded to Stage AP or classroom teacher, they will determine whether the incident is bullying, according to the agreed definition as outlined in the Behaviour Management Policy.
3. If it is not bullying the incident is dealt with by the teacher in accordance with the Behaviour Management Policy.
4. The parent or caregiver of the victim will be notified by a phone call within 2 business days of receiving the incident form what the outcome of the notification was. The completed notification form will be saved on Sentral under Wellbeing with the details of the investigation and outcome noted.

Follow up referrals for LST will be made.

If it is bullying, the incident is dealt with using the following strategies:

1. Interview with alleged bully/ies. This is done alone, one by one, starting with the student seen as the group leader. This is a non-adversarial interview designed to emphasise the concern of the person who is being hurt or elicit some empathy and to come to some agreement as to what the person might do to help the victim. During the meeting the teacher remains calm, empathetic, never angry or indignant and respect is shown for the bully as a person.
2. Interview with the victim. This is done in a supportive manner and the aim is to explore ways in which the victim can behave to minimise the chances of the bullying being repeated. This may involve the victim being shown assertive behaviour or reducing behaviour which may be provoking the bullies.
3. Follow-up with bullies and victims. It is essential that daily follow-up takes place. This involves asking the bullies individually how they have followed through what they agreed to do to help the victim, and asking the victim how they are progressing and whether or not there have been any further incidents. The follow-up is initially carried out daily, then tapered off if all is going well.
4. If the bullying behaviour does not stop as a result of this intervention, then the Behaviour Management Policy can be implemented where behaviour consequences will be implemented. There will be a need to keep working with the victim at this time to support them and make sure that they continue to problem solve to try to make sure that there is not something else they can do to prevent the bullying from reoccurring. This may have to be carried out by a member of the executive, depending on when the bullying incidents come to light.
5. The bully and victims' parents and/or caregivers will be notified of the incident and follow up actions through a phone call within 2 business days of receiving the notification form. If required, the principal may call a meeting with the bully's family and/or caregivers to discuss their behaviour and follow up consequences.

6. On a case-by-case basis, the victim will be offered a referral to LST where they can see our Wellbeing and Health In-reach Nurse (WHIN) nurse and their family will be advised to go to their local doctor and seek a mental health care plan if needed to receive further counselling. Their child may be referred to tiered interventions to support their emotional wellbeing and development of positive friendships. The school will contact the Child Wellbeing Unit and report the incident.

7. On a case-by-case basis, the bully will be referred to Tier 2 behaviour intervention programs including structured play during lunch times and Tier 2 behaviour intervention groups to assist in building pro-social skills. Matters of a criminal nature will be reported to the police.

*If parent and/or caregivers are unsatisfied with the school's response to the bullying incident, they can request a meeting with the principal to discuss the matter further. If they do not agree or believe the incident has been resolved, they can follow the Complaints Handling procedure located on the Department of Education's Website and complete an online complaint form.

Communications of this policy

At the beginning of each year staff will be informed and given a copy of the Behaviour Management Policy including the school's Anti-Bullying Policy which will be revised and updated annually based on data from the Youth Survey completed by students in Term 4 each year. Professional learning regarding these procedures will be done every two years or when there is a significant change in staff in any one year.

The first newsletter of each year will remind parents of our Behaviour Management Policy and where they can find the policy on our website. Parents and caregivers will be provided with a copy of the Behaviour Management Policy in Young North Public School's enrolment package for new students and Kindergarten orientation pack. The Behaviour Management Policy and Harassment/Bullying Notification form will be available for parents and caregivers on our school's website for their convenience. Parents and students will be provided with the Student Code of Conduct via Sentral Portal which will be signed each year acknowledging they have read and agree to follow YNPS Behaviour Management Policy.

The Anti-Bullying policy will be reported annually to the school community via the School Newsletter and Annual School report which will be published on the school website and presented at a P and C meeting.

The Anti-Bullying policy will be reviewed annually using data gathered from the Tell Them From Me survey, People Matter Survey and internal school surveys completed by students, parents and staff. The data will be reviewed in the whole school staff meeting.

Additional information

Support services:

- Kids Helpline Ph: 1800 55 1800
- Headspace Ph: 1800 650 890

Principals comment

At Young North Public School we pride ourselves on upholding our school vision ‘Equity, Inclusivity, Innovation and Impact through Excellence and Engagement. Every student, every classroom, everyday. My door is always open to discuss any concerns that students, parents and staff may have.

Contributors to the Behaviour Management Policy

- Reliving Principal- Mrs Jessica Te Moananui
- Assistant Principal- Mrs Mary Watkin
- Stage 3 Assistant Principal- Mrs Sophie Elphick
- PBL Co-Ordinator- Mrs Alexandra McGlynn

Appendix 1- PBL Information

At Young North Public School, we place great importance on the ongoing and proactive support of all our students' learning, general wellbeing and school attendance. We use the evidenced based framework of Positive Behaviour for Learning (PBL) to improve social, emotional, behavioural, and academic outcomes for children and young people.

When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced inappropriate behaviour.
- increased time focused on instruction.
- improved social-emotional wellbeing.
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need.
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time.

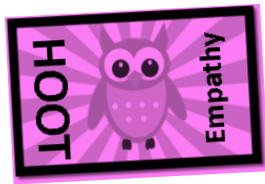
Students earn ‘Hoots’ which is our currency which can used to trade for prizes and rewards.

Students are given Hoots when they are showing Respectful, Responsible and Empathetic behaviours. These Hoots are collected each Friday and put into a spread sheet where we can track individual, class and whole school prizes. Class prizes are on the PBL prize poster and whole school count is announced at assemblies. We hold whole school rewards when students have reached a certain number. The prizes for students change each term and whole school rewards change yearly to keep students engaged.

SAVE AND TRADE YOUR 'HOOTS' FOR A REWARD



[PLAY THE GAME](#)



PBL 'Hoot' Prize poster where students can save or spend their Hoot dollars for prizes or experiences. It is updated each term based on students' interests.

PBL 'Hoot' Dollars

Hoot totals and collections

CLASS: 3/4M



2024

Student Name	Term 1																			TOTAL Term 1 Running total	
	2.2.24 Week 1	What they cashed hoots	9.2.24 Week 2	What they cashed hoots	16.2.24 Week 3	What they cashed hoots	23.2.24 Week 4	What they cashed hoots	1.3.24 Week 5	What they cashed hoots	8.3.24 Week 6	What they cashed hoots	15.3.24 Week 7	What they cashed hoots	22.3.24 Week 8	What they cashed hoots	28.3.24 Week 9	What they cashed hoots	5.4.24 Week 10	What they cashed hoots	
	9	3	3	3	13	2	8	5	10	6	10	8	6	12	10	8	6	6	6	45	
	10	5	13	13	9	8	5	3	5	5	12	10	10	4	10	10	6	6	71	71	
	7	4	13	9	9	8	3	5	5	4	12	10	10	4	10	10	-30	10	35	35	
	3	6	10	5	7	7	5	5	4	4	12	10	10	3	10	10	5	5	52	52	
	4	5	6	4	5	5	5	5	5	5	3	3	3	3	3	3	3	3	3	32	
	6	3	2	3	7	4	7	4	4	4	7	7	7	6	7	7	6	6	6	42	
	8		17	8	10	-10	5	11	5	5	11	5	5	3	3	3	-30	3	27	27	
																				0	
	10	3	16	6	11	9	11	8	2	2	1	6	-10	2	2	2	-10	1	66	66	
	1	15	10	5	-30	2	1	6	6	6	6	6	6	6	6	6	6	6	1	1	
	1		4																	5	
	5	7	8	3	7	6	3	2	3	2	2	2	2	2	2	2	2	2	2	41	
	7	8		11	11	10	8	8	8	8	8	8	8	8	8	8	8	8	8	63	
	4		7	5	4	6	6	9	18	6	6	6	6	6	6	6	6	6	6	41	
	4	2	8	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	37	
	10	6	12	4	12	9	18	6	6	6	6	6	6	6	6	6	6	6	6	77	
	10	5	8	4			7													9	66
	12	5	16	6	12	9	12	13												85	
	11	11	5	10	6	15	14	24												101	
	13	15	16	17	24	15	10	10												145	
	4					4	9	9												17	
	9	14	7	3		12	-10	3	-30											8	
	6	6	13	6	11	-10	12	30	8											74	
	9	11	13	5	11	9	7	8	8											51	
	3			2		2	8	8	2											17	
	4	3	4	2	4			4												27	
																				0	
	Class tally	0	166	139	211	123	165	150	200	176	0	94									

PBL 'Hoot' tracker. Students collect Hoots and hand them in each Friday to be counted. They can 'cash' them in for prizes on the poster or save them for bigger prizes and experience.

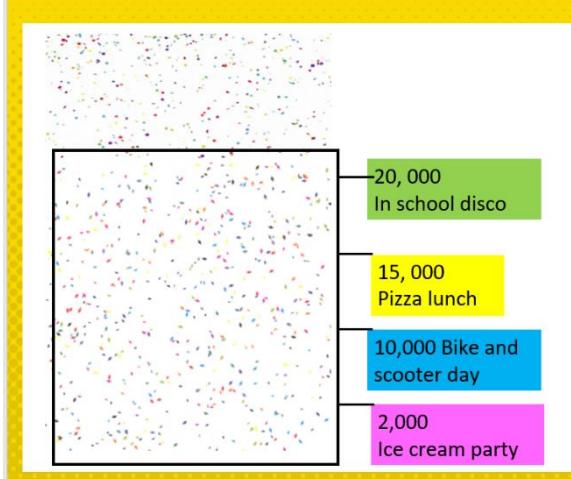
PBL - Hoot GRAND TOTALS Sheet



Year: 2024

TERM 1													RUNNING TOTAL
CLASS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11		
KR	0	67	92	184	184	109	150	117	0	0	0	0	903
KW	0	180	161	143	286	167	241	0	0	0	0	0	1178
1C	0	262	0	255	282	229	455	0	0	0	0	0	1483
1M	0	394	0	0	335	188	0	0	0	0	0	0	917
2B	189	321	0	124	0	0	0	0	0	0	0	0	634
2H	0	172	227	0	0	337	602	0	0	0	0	0	1338
3-4A	0	276	77	124	264	467	239	332	180	0	0	0	1959
3-4M	0	166	139	211	123	165	150	200	176	0	0	0	1330
3-4OH	0	189	176	129	340	170	269	190	147	0	0	0	1610
5-6B	27	87	168	393	65	336	49	388	0	0	0	0	1513
5-6D	0	37	76	0	399	0	218	0	0	0	0	0	730
5-6E	0	584	386	205	0	420	428	244	0	0	0	0	2267
HUB D	89	240	259	126	150	147	138	154	0	0	0	0	1303
HUB R	0	0	0	0	0	0	0	0	0	0	0	0	0
HUB VM	74	211	298	409	244	191	216	0	161	0	0	0	1804
GRAND TOTAL	379	3186	2059	2303	2672	2926	3155	1625	664	0	0	0	18969

Class totals are added together, and the amounts are presented to students at each recognition assembly. We use this data to check consistency between classes and how we know when students have achieved the whole school reward.



Appendix 2 - PBL Awards



Our PBL awards of Respect, Responsibility and Empathy are given out at our infants and primary assemblies in recognition of students who have displayed our school values.

Appendix 3- PBL Intervention information

Tier 1- Universal

- PBL Lessons**

PBL lessons take place every Monday where students are explicitly taught the value for that week. The value is the same across the school for consistency and students are rewarded Hoot dollars when they display that week as well as being respectful, responsible, and empathetic.

 <p>Young North Public School</p> <p>Our value –</p> <p>Lesson plan for Be Road Safe</p> <p>Behavioural Expectation- RESPONSIBILITY</p> <p>Week 2</p>



Intellectual quality		Quality learning environment		Significance
Deep knowledge	✓	Explicit quality criteria		Background knowledge
Deep understanding	✓	Engagement	✓	Cultural knowledge
Problematic knowledge		High expectations	✓	Knowledge integration
Higher order thinking		Social support	✓	Inclusivity
Metalanguage	✓	Student's self-regulation	✓	Connectedness
Substantive communication	✓	Student direction	✓	Narrative

Context	All Settings	Resources
Introduction	<ol style="list-style-type: none"> Review definition of RESPONSIBILITY. Taking responsibility for your own actions is a very important thing to learn in life. Why is this important? Brainstorm: <ul style="list-style-type: none"> What are some road rules that you know you should follow when walking to/from school? What are some road rules that you know you should follow when riding a bike or scooter to/from school? 	Road Safety Superhero Poster Template https://create.kahoot.it/v2/details/a509c762-374e-44fc-baf7-95f372abda5f
Demonstration	<ol style="list-style-type: none"> Walk to McLerie Street and William Street with your class and discuss appropriate road safety rules. What is the correct procedure for each area in the afternoon? <ol style="list-style-type: none"> McLerie Street – bus lines only exit the gate at their appropriate times. Students do not go onto the road (only straight onto the bus). William Street – students wait inside the top gate until the teacher on duty says it is safe to go. What should students do if they need to cross the road? They should walk with the teacher on duty and cross sensibly to the other side. Students create their very own Road Safety Superhero poster (found in PBL folder). These can include rules that they would enforce and reasons why road safety is important. 	

Tier 2- Targeted

- Tier 2 Booster lessons**

Booster lessons are small intervention groups with the purpose of explicitly teaching and modelling targeted behaviours through role play, to help students understand and form expectations of behaviour. Students are informed by our behaviour tracking data to ensure lessons are timely and specific to individual's needs. Media such as YouTube clips of social stories and literature are used to create discussion and to help students create a role-play scenario that focuses on the targeted skill. The skill is then transferred to real life situations.



- Boys to the Bush**

Boys to the Bush program runs at YNPS for 5 weeks for up to 10 boys where they promote resilience among the group, surround the boys with positive male role models which increases overall school attendance, behaviour, and social skills.

- Fit to Strive**

The program will focus on community safety strategies for positive behaviour, decision making values, problem solving, resilience and wellbeing. This will also assist your child in their transition to high school in 2024. The program will connect each student with an individual student mentor at Young High School where they will be involved in the program and be involved in early days of year 7 in 2024. A variety of topics will be presented with weekly information on different youth issues, health, nutrition, emotional and mental health, cyber safety. The program will be from approximately 12.00pm – 3pm for a period of 8 weeks.



The program is being coordinated by Youth Command Police, Senior Constable Karen Clark. The Student Support Officer Jodie Craig at Young High School will be assisting with the program each week.



- Stage 2 and Stage 3 Girls Group**

Stage 2 and Stage 3 Girls Group is run every Wednesday and Thursday at lunch times based on our Youth Survey data in 2023 where female students reported feeling disconnected and disengaged with school.

Appendix 3- Reflection Think Sheets

<p>Think's sheet</p> <p>Where did it happen?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>Classroom</td> <td>Lining up</td> <td>Playground/Oval</td> <td>Toilets</td> </tr> <tr> <td>Eating area</td> <td>Canteen</td> <td>Hall</td> <td>Other</td> </tr> </table> <p>What did I choose to do?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>Hurt</td> <td>Shout/yell</td> <td>Mean to others</td> <td>Not listen</td> <td>Steal</td> </tr> <tr> <td>Not-on task</td> <td>Disrespect</td> <td>Unkind words/swearing</td> <td>Run away</td> <td>My own thing</td> </tr> </table> <p>How was I feeling?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>Happy</td> <td>Playful</td> <td>Frustrated</td> <td>Angry</td> <td>Sad</td> <td>Threatened</td> <td>Embarrassed</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Other: _____</p> <p>What did I want to happen?</p> <p>_____</p>	Classroom	Lining up	Playground/Oval	Toilets	Eating area	Canteen	Hall	Other	Hurt	Shout/yell	Mean to others	Not listen	Steal	Not-on task	Disrespect	Unkind words/swearing	Run away	My own thing	Happy	Playful	Frustrated	Angry	Sad	Threatened	Embarrassed								<p>K-2</p> <p>Did I get what I wanted?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>What can I do differently next time?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td></td> <td>Walk away</td> <td></td> <td>Use your words and speak nicely</td> <td>Try to work it out and get the facts</td> <td>Be a turtle</td> <td>Get help from the teacher</td> </tr> </table> <p>Other: _____</p> <p>REFLECTION TEACHER comment:</p> <p>REFLECTION TEACHER comment: _____ has completed reflection today. The behaviour check has been discussed and new solutions explored.</p> <p>Optional Comment: _____ _____ _____</p> <p>Teacher signature: _____ Date: _____</p> <p>Parent/ Guardian's signature: _____</p> <p>Please return to class teacher with parent signature.</p>					Walk away		Use your words and speak nicely	Try to work it out and get the facts	Be a turtle	Get help from the teacher
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<p>Name _____ Date: _____</p> <p>Think it Over - Reflection Sheet Yrs3-6</p> <p>Where did it happen?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>Classroom</td> <td>Lining up</td> <td>Playground/Oval</td> <td>Toilets</td> </tr> <tr> <td>Eating area</td> <td>Canteen</td> <td>Hall</td> <td>Other</td> </tr> </table> <p>What happened?</p> <p>_____ _____</p> <p>How was I feeling?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>Happy</td> <td>Playful</td> <td>Frustrated</td> <td>Angry</td> <td>Sad</td> <td>Threatened</td> <td>Embarrassed</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Other: _____</p> <p>What did I want to happen?</p> <p>_____ _____</p>	Classroom	Lining up	Playground/Oval	Toilets	Eating area	Canteen	Hall	Other	Happy	Playful	Frustrated	Angry	Sad	Threatened	Embarrassed								<p>Did I get what I wanted?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>What can I do differently next time?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td></td> <td>Walk away</td> <td></td> <td>Use your words and speak nicely</td> <td>Try to work it out and get the facts</td> <td>Be a turtle</td> <td>Get help from the teacher</td> </tr> </table> <p>Other: _____</p> <p>REFLECTION TEACHER comment:</p> <p>REFLECTION TEACHER comment: _____ has completed reflection today. The behaviour check has been discussed and new solutions explored.</p> <p>Optional Comment: _____ _____ _____</p> <p>Teacher signature: _____ Date: _____</p> <p>Parent/ Guardian's signature: _____</p> <p>Please return to class teacher with parent signature.</p>					Walk away		Use your words and speak nicely	Try to work it out and get the facts	Be a turtle	Get help from the teacher
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Appendix 4- Student Code of Conduct Contract



YOUNG NORTH PUBLIC SCHOOL

www.youngnorth-p.schools.nsw.edu.au

youngnorth-p.school@det.nsw.edu.au

Phone: 02 6382 2579

PLAY THE GAME

50 WILLIAM STREET YOUNG NSW 2594

RESPECT
Yindamarra

RESPONSIBILITY
Miyan-bu

EMPATHY
Ngama ngama-rra nga-ncaa-nha

Behaviour Code for Students

Information for students and parents or carers

Young North Public School is committed to providing a safe, supportive, and responsive learning environment for everyone. We teach and model inclusive and safe behaviours with our students.

At Young North Public School students are expected, to the best of their ability to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our school
- not bully, harass, intimidate, or discriminate against anyone in our school

YNPS will take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the DoE.

At YNPS we implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students at YNPS, to the best of their ability should adhere to the following principles.

Respect

- treat one another with dignity
- communicate and behave courteously
- act and work cooperatively with other students, teachers and school staff.
- develop positive and respectful relationships.
- value the interests, ability and culture of others
- respect the learning needs of other students.
- dress appropriately by wearing the agreed school uniform or dress code.
- take care with school property and the property of staff and other students.

Safety

- model and follow school and class rules and expectations around behaviour and conduct
- negotiate and resolve conflict
- be aware of and take responsibility for how their behaviour and actions impact others
- care for self and others
- be safe and help others to make safe choices that do not hurt themselves or others

Engagement

- arrive at school and class on time
- be prepared for every lesson.
- actively participate in learning
- aspire and strive to achieve the highest standards of learning

I have read and accept the Behaviour Code for Students and YNPS Behaviour Management Policy.

Student

Name (please print) _____

Parent/Carer

Name (please print) _____

Signature _____

Signature _____

Date _____

Date _____

Appendix 5- Harassment/ Bullying Notification form



YOUNG NORTH PUBLIC SCHOOL

www.youngnorth-p.schools.nsw.edu.au

youngnorth-p.school@det.nsw.edu.au

Phone: 02 6382 2579

PLAY THE GAME

50 WILLIAM STREET YOUNG NSW 2594

RESPECT
Yindjamarra

RESPONSIBILITY
Miyan-bu

EMPATHY

Ngama ngama - rra nga - ngaa - nha

Harassment/Bullying Notification

Name: _____ Year: _____ Date: _____

Bullying is repeated verbal, physical, social, or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Please tick box:

Where did the harassment/bullying take place?

In class In the playground On the way to/from school Other: _____

Was there more than one person involved?

Yes No

Was the harassment/bullying Verbal Physical Psychological Social

What is/are the name/names of those involved in the bullying?

What did he/she/they say/do to you?

What did you say/do to him/her/them?

Has this occurred before? Once Sometimes Often Always

What would you like to happen following this notification?

Offence recorded Peer mediation Referral to the Learn and Support Team (LST)
 Parent Contact (phone call) Meeting with Principal Meeting with the classroom teacher

Comment:

Please email completed form to youngnorth-p.school@det.nsw.edu.au